

Hunley Park Elementary

1000 Michigan Avenue
North Charleston, SC 29404

Grades	PK-5 Elementary School	
Enrollment	455 Students	
Principal	Michael L. Ard	843-767-5914
Superintendent	Dr. Maria L. Goodloe-Johnson	843-937-6319
Board Chair	Ms. Nancy Cook	843-760-2635

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	32	66	10	1

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Excellent	N/A
2003	Good	Average	No
2004	Average	Unsatisfactory	Yes
2005	Average	Below Average	Yes

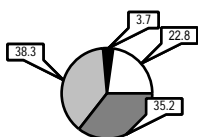
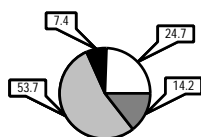
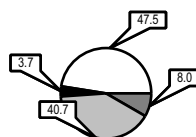
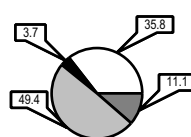
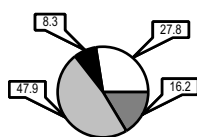
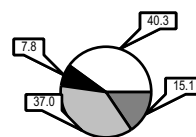
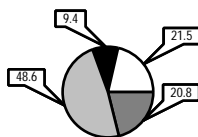
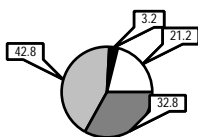
DEFINITIONS OF SCHOOL RATING TERMS





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

88.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Our School****Science****Social Studies****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	192	99.5	22.8	38.3	35.2	3.7	48.8	Yes	Yes
Gender									
Male	87	100.0	29.3	40.0	26.7	4.0	38.7		
Female	105	99.1	17.2	36.8	42.5	3.4	57.5		
Racial/Ethnic Group									
White	54	98.2	14.0	42.0	38.0	6.0	58.0	Yes	Yes
African American	115	100.0	27.8	37.1	32.0	3.1	42.3	Yes	Yes
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	173	99.4	19.6	37.8	38.5	4.1	52.7		
Disabled	19	100.0	57.1	42.9	0.0	0.0	7.1	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	192	99.5	22.8	38.3	35.2	3.7	48.8		
English Proficiency									
Limited English Proficient	13	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	179	99.4	22.4	38.5	35.3	3.8	48.7		
Socio-Economic Status									
Subsidized meals	119	100.0	28.3	36.4	31.3	4.0	44.4	Yes	Yes
Full-pay meals	73	98.6	14.3	41.3	41.3	3.2	55.6		

Mathematics – State Performance Objective = 36.7%									
All Students	192	99.5	24.7	53.7	14.2	7.4	39.5	Yes	Yes
Gender									
Male	87	100.0	22.7	56.0	12.0	9.3	38.7		
Female	105	99.1	26.4	51.7	16.1	5.7	40.2		
Racial/Ethnic Group									
White	54	98.2	14.0	58.0	16.0	12.0	56.0	Yes	Yes
African American	115	100.0	28.9	55.7	10.3	5.2	29.9	Yes	Yes
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	173	99.4	23.0	54.1	14.9	8.1	42.6		
Disabled	19	100.0	42.9	50.0	7.1	0.0	7.1	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	192	99.5	24.7	53.7	14.2	7.4	39.5		
English Proficiency									
Limited English Proficient	13	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	179	99.4	23.7	55.1	13.5	7.7	39.7		
Socio-Economic Status									
Subsidized meals	119	100.0	26.3	51.5	15.2	7.1	37.4	Yes	Yes
Full-pay meals	73	98.6	22.2	57.1	12.7	7.9	42.9		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	192	99.5	47.5	40.7	8.0	3.7	11.7
Gender							
Male	87	100.0	53.3	33.3	8.0	5.3	13.3
Female	105	99.1	42.5	47.1	8.0	2.3	10.3
Racial/Ethnic Group							
White	54	98.2	32.0	52.0	8.0	8.0	16.0
African American	115	100.0	57.7	35.1	5.2	2.1	7.2
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	173	99.4	43.9	43.9	8.1	4.1	12.2
Disabled	19	100.0	85.7	7.1	7.1	0.0	7.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	192	99.5	47.5	40.7	8.0	3.7	11.7
English Proficiency							
Limited English Proficient	13	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	179	99.4	46.8	41.7	7.7	3.8	11.5
Socio-Economic Status							
Subsidized meals	119	100.0	52.5	36.4	8.1	3.0	11.1
Full-pay meals	73	98.6	39.7	47.6	7.9	4.8	12.7

Social Studies							
All Students	192	99.5	35.8	49.4	11.1	3.7	14.8
Gender							
Male	87	100.0	34.7	48.0	10.7	6.7	17.3
Female	105	99.1	36.8	50.6	11.5	1.1	12.6
Racial/Ethnic Group							
White	54	98.2	26.0	50.0	18.0	6.0	24.0
African American	115	100.0	41.2	49.5	7.2	2.1	9.3
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	173	99.4	34.5	50.0	12.2	3.4	15.5
Disabled	19	100.0	50.0	42.9	0.0	7.1	7.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	192	99.5	35.8	49.4	11.1	3.7	14.8
English Proficiency							
Limited English Proficient	13	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	179	99.4	35.3	50.0	10.9	3.8	14.7
Socio-Economic Status							
Subsidized meals	119	100.0	39.4	48.5	9.1	3.0	12.1
Full-pay meals	73	98.6	30.2	50.8	14.3	4.8	19.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	60	100.0	21.1	36.8	35.1	7.0	42.1
	4	68	100.0	25.0	29.7	39.1	6.3	45.3
	5	76	100.0	31.0	53.5	14.1	1.4	15.5
	6	47	100.0	43.2	40.9	13.6	2.3	15.9
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	71	100.0	26.3	33.3	35.1	5.3	40.4
	4	57	100.0	21.2	40.4	34.6	3.8	38.5
	5	64	98.4	20.8	41.5	35.8	1.9	37.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	60	100.0	19.3	70.2	8.8	1.8	10.5
	4	68	100.0	15.6	53.1	21.9	9.4	31.3
	5	76	100.0	40.8	42.3	12.7	4.2	16.9
	6	47	100.0	36.4	43.2	15.9	4.5	20.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	71	100.0	19.3	64.9	8.8	7.0	15.8
	4	57	100.0	23.1	50.0	19.2	7.7	26.9
	5	64	98.4	32.1	45.3	15.1	7.5	22.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	71	100.0	61.4	33.3	1.8	3.5	5.3
	4	57	100.0	36.5	48.1	11.5	3.8	15.4
	5	64	98.4	43.4	41.5	11.3	3.8	15.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	71	100.0	45.6	47.4	5.3	1.8	7.0
	4	57	100.0	25.0	57.7	15.4	1.9	17.3
	5	64	98.4	35.8	43.4	13.2	7.5	20.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 455)				
First graders who attended full-day kindergarten	100.0%	Up from 98.7%	100.0%	100.0%
Retention rate	3.9%	Up from 0.5%	3.7%	3.0%
Attendance rate	96.4%	Up from 96.0%	96.2%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 1.6%	3.9%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.5%	Down from 1.2%	3.3%	3.2%
Eligible for gifted and talented	8.0%	Down from 11.8%	11.0%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.4%	Down from 6.0%	9.0%	8.2%
Older than usual for grade	0.7%	Down from 1.2%	1.1%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 32)				
Teachers with advanced degrees	37.5%	Up from 34.3%	51.9%	52.6%
Continuing contract teachers	87.5%	Up from 74.3%	84.0%	83.3%
Highly qualified teachers	90.3%	Down from 93.9%	94.4%	93.5%
Teachers with emergency or provisional certificates	3.7%	Down from 10.3%	0.0%	0.0%
Teachers returning from previous year	87.0%	Up from 83.6%	86.7%	87.0%
Teacher attendance rate	95.7%	Up from 93.6%	94.8%	95.0%
Average teacher salary	\$38,289	Up 3.5%	\$41,404	\$41,703
Prof. development days/teacher	13.6 days	Down from 14.3 days	13.1 days	12.8 days
School				
Principal's years at school	2.0	No change	3.0	4.0
Student-teacher ratio in core subjects	20.0 to 1	Up from 18.8 to 1	18.4 to 1	18.8 to 1
Prime instructional time	91.3%	Up from 87.0%	89.2%	89.8%
Dollars spent per pupil*	\$4,739	Down 6.8%	\$6,022	\$6,242
Percent of expenditures for teacher salaries*	72.4%	Up from 67.2%	64.7%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	100.0%	Up from 99.0%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Excellent	Up from Good	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	78.6%		89.4%	
Highly qualified teachers in high poverty schools	81.4%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

I begin this report by stating that I continue to be honored to serve you as principal of Hunley Park Elementary. As I complete my second year as principal here, I feel that I have come to know our community and understand our needs to a greater degree. I thank you for this opportunity.

We faced a specific challenge this year. We received an average score on our overall absolute rating and an unsatisfactory score on our improvement rating. Our challenge was to analyze the data, organize ourselves effectively, and make a plan for success.

Through analysis, we realized two important factors: (1) we needed to focus more on effective math instruction, and (2) we received an "unsatisfactory" rating in achievement because a number of our students moved from "Basic" to "Below Basic" (we continued to have high percentages of students in proficient and advanced categories).

Armed with this information, we educated our staff in regards to these needs. Our entire county initiated our coherent curriculum, which now serves as a curricular guide for all grade levels. Here at Hunley Park, we initiated two instructional programs: Walk-to-Read and Move-to-Math. In Walk-to-Read, our students were scheduled to move to certain teachers for a specified amount of time, based on their reading levels and their specific needs. The same method was used for math in our Move-to-Math program. This flexible grouping allowed students the time to receive instruction on their very particular needs. During this time, special area teachers and our lead teacher also taught small groups of children. Our focus was to know every child by name and by need. We feel that we were very successful.

We will use the summer to analyze our programs, make adjustments, and plan for the upcoming school year. It is our mission to provide a high quality education to every one of our students. Our team works hard everyday to make sure that this goal is achieved. We have a great team of professionals here at Hunley Park who are dedicated to this mission.

Michael Ard, Principal
Dr. Anne Dukes, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	33	59	35
Percent satisfied with learning environment	60.6%	84.7%	88.2%
Percent satisfied with social and physical environment	90.9%	89.8%	91.4%
Percent satisfied with school-home relations	48.5%	86.4%	60.6%

*Only students at the highest elementary school grade level at this school and their parents were included.